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ABSTRACT

In 1986 the Danforth Foundation Program for the Preparation of School Principals was launched at Georgia State University, the University of Alabama, and Ohio State University. All participants have attempted to address the foundation's primary objectives: (1) to work with faculty to develop alternative preparation programs in collaboration with practicing school administrators; (2) to develop future principals' knowledge, attitudes, and skills through nontraditional methods; and (3) to enable aspiring principals to gain practical skills prior to employment. Additionally, each participating university operates on certain assumptions: (1) aspiring administrators are accountable for their own learning; (2) collegial behavior and support for personal learning accountability are crucial to administrative success; (3) individual planning and goal setting are essential; (4) alternative instructional activities are necessary to meet individual needs; and (5) ongoing relationships with practicing administrators as mentors must be pursued. This paper focuses on the final assumption, mentoring. Following a brief literature review, the paper addresses specific potential values and responsibilities involved with mentoring in administrator preparation. Finally, some Danforth Foundation implementation approaches at Ohio State University during 1987-88 are discussed. Shortcomings are analyzed and recommendations provided. Included are two figures and 37 references. (MLH)

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THE ROLE OF MENTORS IN PREPARING FUTURE PRINCIPALS

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THE ROLE OF MENTORS IN

PREPARING FUTURE PRINCIPALS

In the Fall of 1986, the Danforth Foundation announced a new initiative designed to support innovative programs that would prepare future school principals through ways that would be more effective than traditional approaches, and more sensitive to the realities of American society. The result of this effort was the Danforth Foundation Program for the Preparation of School Principals which is currently being implemented in its first stage at Georgia State University, the University of Alabama, and The Ohio State University. Cleveland State University also served as a member of this first group, but the institution withdrew from the program early in the 1987-88 academic year: The University of Houston, the University of Massachusetts at Amherst, Oklahoma University, the University of Washington, and Indiana University at Indianapolis.

While the specific approaches that have been taken at each participating institution have differed, depending on local conditions, all universities have attempted to find ways to address the primary objectives of the Foundation:

1. To work with selected university faculties to think and act boldly in developing alternative programs for the preparation of principals in collaboration with practicing school administrators;

2. To develop future principals' knowledge, attitudes, and skills about school leadership through methods not traditionally included in university preservice preparation programs for principals.

3. To enable aspiring school principals to gain practical skills prior to accepting their first administrative positions.

While these objectives have remained constant, each participating university has been encouraged to develop strategies and procedures that would address these aims in creative and diverse ways. However, it has been relatively clear throughout the life of the Program that certain assumptions have served to guide the development of localized responses to the agenda of the Foundation. Among these principal assumptions were the following:

1. Aspiring administrators must be held accountable and responsible for their own learning.

2. Collegial behavior and support for this behavior are crucial to administrative success.

3. Individual action-planning and goal-setting is a central feature of personalized professional development.

4. A wide range of alternative instructional activities should be available to assist people in learning; people learn in many different ways.

5. Ongoing relationships with practicing administrators, as mentors, is essential for the success of candidates who intend to become school principals.

The ways in which each participating university has addressed the stated objectives and implied assumptions of the program has represented important ways of attempting to engage in curricular development that will likely have a long-range impact on the ways in which people are prepared to be school administrators. From the

beginning, there has been an effort to address some of the critical problems identified in the Report of the National Commission on Excellence in Educational Administration (1987), including such issues as the need for increased collaboration between universities and local school systems, and greater opportunities for clinical learning activities. While there have been attempts through this Program to address many concerns, the focus of this paper will be on the final assumption noted above, namely that the development and maintenance of ongoing relationships with practicing administrators, as mentors, is crucial for the eventual success of aspiring administrators. First, a brief review of some of the literature on mentoring will be provided. Second, the specific potential values of mentoring relationships in administrative preparation will be noted. Finally, some of the ways in which the concept of mentoring have been implemented in the Danforth Foundation Program for the Preparation of Principals during 1987-88, at least as part of the Ohio State approach to the program, will be described.

Reviewing the Literature on Mentoring

Before beginning any sensible review of mentoring, it is necessary to consider some of the ways in which this practice might be defined. In recent years, the concept of mentor relationships has become extremely popular, and its application has been viewed as almost a panacea for dealing with many of the limitations on professional roles in education and other fields.

Making use of mentoring relationships to enhance professional preparation activities is certainly not a new one. The concept of the mentor serving as the wise guide to a younger protegee dates back to Homer's Odyssey. Mentor was the teacher entrusted by Odysseus to tutor his son, Telemachus. Based on this literary description, we have been provided over the centuries with an image of the wise and patient counselor serving to shape and guide the lives of younger colleagues.

This image of mentoring lives on through many of the most recent definitions. Ashburn, Mann, and Purdue (1987) defined mentoring as "the establishment of a personal relationship for the purpose of professional instruction and guidance." As a result, Lester (1981) noted that this activity is an important part of adult learning because of its wholistic and individualized approach to learning in an experiential fashion, defined by Bova and Phillips (1984) as "learning resulting from or associated with experience."

Other related definitions are found in abundance, Sheehy (1976) defined a mentor as "one who takes an active interest in the career development of another person...a non-parental career role model who actively provides guidance, support, and opportunities for the protegee .." The Woodlands Group (1980) called mentors guides "who support a person's dream and help put [the dream] into effect in the world..." Finally, Levinson (1978), in his classic analysis of the socialization of young men to professional roles, notes that a mentor, as a critical actor in the developmental process, is "one defined not in terms of the formal role, but in terms of the character of the relationship and the function it serves...a mixture of parent and

peer. A mentor may act as host and guide welcoming the initiate into a new occupational and social world and acquainting the protegee with its values, customs, resources, an cast of characters."

Whatever the specific definition, the element that appears to serve as the foundation of any conceptualization of a mentorship is the fact that this activity needs to be understood always as part of the true developmental relationship that is tied directly to an appreciation of life and career stages. Kram (1985) examined mentorships in private industry and observed that different types of relationships are appropriate at various times in a person's career. She divided these times into early, middle, and late career years and suggested that people tend to have vastly different mentoring needs in each of these time frames. As Kram observed, "Research on adult development (Levinson et al., 1978; Gould, 1978) and career development (Hall, 1976; Schein, 1976) has established that, at each stage of life and a career, individuals face a predictable set of needs and concerns which are characteristic of their particular age and career history." What is interesting to note here is the fact that discussions of mentoring relationships in education have not taken on the same perspective suggesting the need for differentiated developmental relationships. "Mentors" retain the same titles and responsibilities without regard for different needs and interests of people who need mentoring. The only recognition of varying support is found in the recent emphases on mentoring for first year teachers.

Imbedded within this notion of the mentor serving as a guide to adult development is the expectation that this person is to engage in

the mid-life task of generativity, or "concern for and interest in guiding the next generation" (Merriam, 1983). This practice includes "everything that is generated from generation to generation: children, products, ideas, and works of art" (Evans, 1967). This function of mentoring is a form of "torch passing" from one generation to the next. Again, few formal efforts exist to institutionalize this practice in professional education.

Given the intense and powerful nature of mentoring relationships, there are certain potentially harmful consequences of such efforts, Weber (1980), for example, noted the possible ways in which mentoring can be detrimental to growth when protegees develop too great a reliance on mentors providing all possible answers to all possible questions.

Most of these definitions place great emphasis on the ways in which the mentor provides support and guidance to the protegee. However, it must be observed that such one-way relationships are not the only characteristic of mentoring. In fact, this relationship might also be described as a "mutually enhancing" one (Kram, 1985) where the career advancement and personal development of each participating member was somehow addressed. The value of this type of conceptualization is that it emphasizes the fact that true mentoring is as beneficial to the mentor as it is to the protegee.

Mentoring is described as an accepted and vital part of the developmental processes in many professional fields. As Schein (1978) noted, the concept has long been utilized in business organizations to connote such diverse images as "teacher, coach, training, positive role model, developer of talent, openner of doors, protector, sponsor, or

successful leader." In fact, the current literature suggests that mentoring needs to be understood as a combination of most, if not all, of these individual role descriptors (Galvez-Hjornevik, 1986). Thus, the practice of mentoring is a crucial one to be included as a component of any experiental professional preparation program. Guides, counselors, or coaches (if the term "mentor" becomes over-used) are needed to help neophytes negotiate their way through a field and "make sense" of what is happening around them in an organization, and also what is going on in their personal lives. As a result, there is considerable potential to be found in applying the concept of mentoring to the formation of school administrators.

Mentors are different from the types of role models that may work with aspiring administrators during conventional field-based learning activities and preservice practica. Kram (1985), for example, noted that other terms which might be used to describe developmental relationships in work settings include "sponsorship," "coaching," "role modeling," "counseling," and even "friendship." Shapiro, Haseltine, and Rowe (1978) suggested that there is a type of continuum of advisory relationships that facilitate access to positions of leadership in organizations. On one end is a "peer pal" relationship, and on the other end is the true mentor relationship:

> Peer pal: Someone at the same level as yourself with whom you share information, strategy, and mutual support for mutual benefit.
>
> Guide: Can explain the system but is not usually in a position to champion a protegee.

Sponsor: Less powerful than a patron in promoting and shaping the career of a protegee.

Patron: An influential person who uses his or her power to help you advance in your career.

Mentor: An intensive paternalistic relationship in which an individual assumes the role of both teacher and advocate.

These types of developmental relationships tend to focus on the business-oriented concept of finding relationships that are designed to foster career advancement. Similar perspectives are offered by many others including Dalton, Thompson, and Price (1977), Anderson and Deranna (1980), and Van Vorst (1980).

Mentoring Outside Education

The current literature makes it appear that the concept of mentoring was recently invented by professional educators. Such is clearly not the case. Mentoring has long been recognized as an important activity in the world of private business and industry. Here, younger members of the organization are "shown the ropes" and led toward greater career success through the intervention of others who provide the direction necessary to achieve personal goals and ambitions. The examples of senior colleagues is a key to finding greater happiness and fulfillment on the job. For the most part, this type of mentor-protegee relationship has been an informal one where parties in the relationship tend naturally to gravitate toward one another based on such things as common goals, common interests, and

other factors that cannot be engineered or arranged by others. A senior staff member sees promise in "the new kid," takes an interest in that person's professional life, and over time, provides feedback to the younger co-worker so that he or she will have a better chance to succeed in the organization. The value of this type of naturally-developed mentoring has been seen by many companies as an activity that should be institutionalized, encouraged, and even required as a standard practice for all new employees. Keele, Buckner, and Bushnell (1987), among others, have noted that formal, organizationally-endorsed mentor programs have recently been initiated in settings such as the Internal Revenue Service and many large commerical banks and insurance companies. In these and other situations where mentoring has been viewed as an effective strategy to promote personal and professional development, the bringing of new leaders "on board" assumes many of the following characteristics noted by Henry (1987):

1. Mentoring arrangements are a small but important part of normal management for selected employees.

2. What is typically referred to as "mentoring" often tends to be in fact an activity of "coaching," or showing people "how to do it around here."

3. Organizational cultures support the development of future managers, and thus there are typically certain formal or informal rewards associated with mentoring as well as being mentored.

Private industries have clearly recognized for quite some time that naturally developed, informal mentor-protegee relationships exist, and that these relationships pay dividends to the organization as well as the individual people involved. As a result, they are viewed as having sufficient value to warrant the creation of more formalized, institutionally-created and supported mentoring arrangements.

Another area where the concept of mentoring has received considerable attention in recent years has been in the identification and development of women moving into leadership roles (Bolton, 1980; Shakeshaft, 1987). One great barrier to women seeking advancement to managerial positions has been the lack of other women who are available to serve as role models in superordinate positions in most organizations. There are few women in positions that are "higher up" in the system to open doors to individuals ready to assume greater authority, responsibility, or prestige. As a result, the mentor has been seen as a person who is essential to assisting the individual woman learn how to cope with the realities of a system by pointing out the proper routes to follow, the situations to avoid, and the ways to behave if she wishes to become more successful in the work place (Daloz, 1983). As was true of the mentoring role described in the area of private business and industry, the mentor-protegee relationship for women going into management (or any other professional role, for that matter) tends to be an informal, natural, and evolved one that is typically not structured and created by the employing system. It is a type of mentoring that simply "happens."

Mentoring in Professional Education

Within the last few years, the potential value of mentoring as a feature of professional development for educational personnel has been appreciated and understood more completely (Krupp, 1985; 1987). It is now geneally accepted that wise, mature mentors have always been around to help new teachers learn their craft in ways that were not usually covered in preservice teacher education programs in the university (Gehrke and Kay, 1984). What is now taking place with considerable regularity and visibility, particularly in the area of teacher education, is the development of formal, contrived, and institutionally-support mentoring programs. Studies by Krupp (1984), Little, Gallagher, and O'Neal (1984), Showers (1984), and Huling-Austin, Baines, and Smith (1985) have all described the importance of mentoring relationships as a way of helping classroom teachers to become more effective, and have suggested that mentoring programs must be deliberately started as a way to enhance the quality of induction for new teachers to classrooms. In this regard, Eagan and Walter (1982) studied a group of elementary school teachers early in their careers and found that those individuals who had mentors credited them with helping the teachers gain self-confidence, learn technical aspects of their jobs, better understand the expectations of administrators, develop creativity, and work effectively with others. These and many other studies of the value of mentoring for teachers have led California, Ohio, and other states to mandate mentoring systems, at least for beginning teachers. More of the same types of laws will no doubt follow in the next few years across the nation.

It is not particularly surprising to note, then, that the role of the mentor appears to be one that will continue to play a rather significant role in future schemes designed to improve the quality of educational personnel in general, with special attention now being paid to school administrators. As emphasis has been placed on efforts to find strategies for preparing school leaders which go beyond traditional university and classroom-based programs, there is a corresponding awareness that mentoring is an important concept that has rather obvious implications for the ways in which aspiring school administrators might enjoy more successful learning experiences.

The Potential of Mentoring to Prepare Administrators

The concept of mentoring has two applications as part of improved preservice administrator preparation programs. The first of these is related to the identification of individuals who would serve as field role models to aspiring administrators. One of the consistent recommendations related to the improvement of preservice administrator preparation programs concerns the need to provide future school leaders with more opportunities to "learn by doing" in field settings. It is widely assumed that such learning by experience will serve as a critical, practical supplement to the more theoretical knowledge acquired by students during their university-based coursework. In all schemes for field-based administrator preparation, it is assumed, correctly, that an extremely important component of the program is the role played by the administrator in the field who is assigned to work

with the administrative candidate. In this way, someone serves in the same capacity as the cooperating teacher is expected to work with the student teacher. Frequently, the term "mentor" is assigned to the experienced administrator who sponsors the candidate in the field. I recognize that it would be desirable for the field sponsor to be a mentor, and such a relationship may occur. However, I would like to suggest that being a field sponsor (or patron, or monitor, or even role model, depending on one's choice of term) is by no means the same thing as being a true mentor in the way I believe an aspiring administrator needs to complete his or her professional formation. To be sure, I believe that it is critical for someone to work with the candidate to describe procedures, policies, and normal practices in a school or district. It is also critical that someone be able to provide feedback to the candidate and also the candidate's sponsoring university concerning the extent to which the candidate has been able to master the technical skills associated with the performance of an administrative role. Again, the similarity here is quite strong to the image of the cooperating teacher in a student teaching arrangement.

The assumptions that field-based programs which employ practicing administrators to define the reality of particular settings are a valuable way to enhance the quality of traditional academic programs seem to be well-founded. Despite the persistent emphasis on these types of programs, however, some limitations derive from this approach to learning. I suggest that there have been spirited discussions taking place in the field of teacher education which should cause us to examine quite carefully our untested beliefs in the value of

field-based administrator training and the reliance on "mentors" who serve only to show people "how to do it." In teacher education, many have questioned the assumed value of the preservice practicum. From Dewey (1938) to the observations of Berliner (1984), Cruickshank and Armaline (1986), and Zeichner (1985), numerous cautions have been offered that field-based learning experiences may actually be viewed as "miseducative," and that they often create cognitive and behavioral traps which close avenues to conceptual and social changes that may be warranted (Daresh and Pape, 1987). In short, field-based programs may serve to prepare people only for what is found in the present, not for what might be in the future. If the mentor's responsibilities are limited to the guidance of an aspiring administrator through the preservice practicum, then, the potential of mentorship will rarely be reached.

A second potential value of the concept of mentoring as part of preservice administrator preparation has been a major part of the emphasis that we have stressed in the Danforth Program at Ohio State. In addition to traditional university coursework and opportunities for learning through field-based practica, we have continually stressed the need for aspiring administrators to become involved in a process that we refer to as "Professional Formation." The model presented in Figure 1 is an attempt to illustrate the nature of three equally important dimensions in an administrator preparation program. Mentoring of candidates is an absolutely essential part of the Professional Formation Dimension.

FIGURE 1 HERE

In our view of preservice preparation for school administrators, there are some very distinct differences between the role model for field experiences and the mentor. When administrators work with candidates as part of a practicum, they attempt to "show them how" to do things that are associated with their jobs. As a role model, for example, a person may be consulted by a future administrator as a way to learn a way to construct a master schedule for a school, observe a teacher, conduct a student-parent conference, or many other daily activities, in much the same way that an apprentice may learn practical skills from a master tradesman. On the other hand, our view is that a mentor also goes beyond this modelling function by serving as a person who is more inclined to prod the student to learn how to do something according to one's personal skills and talents. In short, a mentor is likely to raise more questions than provide answers to the person with whom he or she is interacting.

Mentors serve as the anchors of the Professional Formation Dimension in our model of administrator preparation. They are the people who work with candidates to guide other important elements of a process that we believe will contribute to more effective future practice:

1. Personal Reflection: Aspiring administrators need to not only gain skill learning how to do things on the job, they also need to think about what they learned from their experience, and generalize to future practice.

2. Educational Platform Development: Following from a recommended practice of Sergiovanni and Starratt (1988), future (and present) administrators would do well to state formally their personal educational philosophies, beliefs, and values, and share these statements with others in their organizations.

3. Understanding of Interpersonal Styles: Future administrators need to develop an appreciation of different styles in others, and how those differences relate to their own styles.

4. Personal Professional Development: The candidate is expected to articulate a formal statement of future career goals, identified strengths and weaknesses, and strategies for avoiding weaknesses and capitalizing on strengths in the pursuit of the goals.

Mentoring as part of the preparation of school administrators is a critical responsibility, and most of the rest of preservice process should be related to this role. Consequently, a person who would serve as a mentor must possess the deep desire to serve in this capacity. Mentors may serve as sponsors and role models in traditional field-based programs, or they may not be called upon to work with candidates in that capacity. Traditional field role models, however, are not always appropriate mentors, and no confusion should be made between these two very distinct jobs. An ideal arrangement for preservice mentoring would involve the careful matching of candidates (protegees) with ideal mentors. There would be a one-to-one matching based on analyses of career goals, interpersonal styles, learning needs, and perhaps many other variables that might be explored prior to placing mentors with candidates.

Applications to the Danforth Program

Mentoring has clearly served as an important part of the Danforth Principals' Programs hosted by each of the participating universities during this past year, and it will no doubt continue as a central feature of the efforts of all institutions that will become involved with the Foundation's work in the future. In this section, some of the thinking that we have used at Ohio State concerning mentoring as part of our activities is presented. The material presented in Figure 2 provides some of the basic characteristics of the group involved with the Ohio State program.

FIGURE 2 HERE

Roles and Responsibilities of Mentors

We were committed quite early to the belief that we would need to identify, select, recruit, and train some local administrators to work

with the candidates which had been nominated by school districts working with Ohio State. We realized that it was necessary to develop a set of guidelines that could be utilized by university and local school district officials to decide who might best be tapped to serve as mentors in the program. The following were suggested as some of the major responsibilities that would be assigned to individuals serving as mentors in the Danforth Program:

1. Mentors are to serve as initial contact person between the university program facilitator and candidates;

2. ...will make use of assessment data provided as part of the initial profiles of the candidates as a way to determine activities that may be useful in addressing Personal Professional Development goals specified by candidates.

3. ...would be available to respond to candidate questions and concerns.

4. ...are expected to be available on occasion to serve as initial contact persons for candidates who come to their districts from other school systems around Columbus, Ohio.

5. ...would participate in ongoing training activities sponsored by Ohio State and the Danforth Foundation throughout 1987-88.

6. ...will be expected to provide feedback to the candidates and the university facilitator concerning candidate progress toward the achievement of their stated Professional Development Plan goals.

7. ...will document personal reflections concerning problems, successes, and changes that occur to them throughout the term of the Program.

In addition to these stated responsibilities for Program mentors, it was also implied that they would act very directly as partners in the process of training candidates, as equal colleagues with university faculty. Long before the Danforth Program became available as a resource for program development at Ohio State, it was anticipated that university faculty would be able to find more effective ways to work with a cadre of practitioners in the field, in much the same way in which medical faculties are typically supplemented by clinical professors. The Danforth Program has enabled us to revisit this earlier vision and find ways to translate the mentoring relationships with candidates into a resource for the Educational Administration program at large. Another issue that deserves notice is the fact that the original conceptualization of the "mentor" in this program always tended to minimize the career development and job placement issues that are so often associated with functioning mentor-protegee relationships. The focus of the mentor in our work has been directed toward assistance with individual candidate Professional Formation and the induction process into the world of school administration. Responsibilities suggested for mentors have always paralleled that idea.

A number of desired characteristics were also listed and shared with representatives of local school systems as the selection of individuals to serve as program mentors continued:

1. Mentors should have experience as a school principal, and should also be generally regarded as being effective in that role.

2. ...need an understanding of the stated responsibilities for Danforth Program mentors.

3. ...must demonstrate generally-accepted positive leadership qualities, such as (but not necessarily limited to):

   a. intelligence.
   b. good communication skills.
   c. past, present, and future understanding with simultaneous orientation.
   d. acceptance of multiple alternative solutions to complex problems.
   e. clarity of vision and the ability to share that vision with others in the organization.
   f. well-developed interpersonal skills and sensitivities.

4. ...need to be able to ask the right questions of candidates, and not just provide the "right" answers all the time.

5. ...must accept "another way of doing things," and avoid the tendency to tell candidates that the way to do something is "the way I used to do it."

6. ...should express the desire to see people (candidates) go beyond their present levels of performance, even if it might mean that they are able to do some things better than the mentors might attempt to do the same things.

7. ...need to model the principle of continuous learning and reflection.

8. ...must exhibit awareness of the political and social realities of life in at least one school system; they must know the "real way' that things get done.

9. ...need to be comfortable with participating in a developmental program that will probably ask them to make many suggestions for continuing program improvement. Mentors must also be able to live with a good deal of ambiguity concerning their specific roles and responsibilities as the program continues to be developed.

Selecting the Mentors

Other considerations were also shared concerning the ways the nature of the mentor program. For example, it was decided quite early in the development of the program that a large part of the resources available from the Danforth Foundation would be utilized to support training experiences for mentors, as well as ongoing developmental and support activities. Also, a number of other guidelines were developed to assist school districts to understand more completely what would also be involved with their participation in the mentor identification phase of the Danforth Foundation Program at Ohio State.

Each school district in Franklin County, Ohio (the metropolitan service region surrounding Ohio State) was invited to nominate at least one mentor for participation in the program. This was true even if a district did not nominate a candidate. Twelve of the 16 districts nominated mentors; five of those districts did not have participating candidates. By contrast, a district was not permitted to have a candidate involved with the program unless there was a mentor from the same district. If multiple candidates were suggested, an equal number of mentors were requested. In short, each candidate has been expected to have a mentor in his or her home district, but each mentor does not necessarily have a corresponding candidate. At first, it was assumed that this would create some unusual problems. To date, there have not any apparent major difficulties.

School districts were asked to assume the responsibility for the initial nominations of mentors. Before final decisions were made, however, the university facilitator made himself available to respond

to any questions or concerns that potential mentors had about their involvement in the program. No one expressed any reluctance in serving as a mentor. All nominated mentors have continued to remain with the program throughout this past year.

Another guideline that was developed concerned the procedures to be followed in the event that one or more mentors decided to leave the program during the year. To date, this has not been an issue. However, it was decided that if an administrator decided to leave the program, his or her spot would be made available to another individual from the same district. It was also decided that, if a candidate were to drop out of the program, his or her mentor would continue to be welcome to stay as part of the cohort of mentors and candidates.

Specialized Mentor Training

A key feature of the Danforth Foundation Program has been its emphasis on the need to provide special training and support to those administrators who agree to serve in the important role of the mentor. At Ohio State, the principal training that we have provided has come about through a formal, week-long Mentor Institute provided for university credit in August, 1987, and also a series of specialized training events carried out throughout this present school year.

Mentor Institute. Soon after Ohio State was designated as a Danforth site for 1987-88, and also when it became apparent that mentoring would play a vital role in the overall program, it was decided that some type of early training and orientation would need to be carried out for those selected as Danforth mentors. A special

university credit course was held prior to the present school year, and the stated objectives of this Institute were:

1. To enable participants to understand the goals and objectives of the Ohio State Danforth Foundation Program for the Preparation of School Principals.

2. To enable participating mentors to become familiar with their responsibilities and opportunities during the following year, and also to meet the other administrators who would serve as mentors in the program.

3. To develop personal and group understanding of the concepts, assumptions, and practices of mentoring.

4. To develop awareness of personal strengths and limitations that may be called upon in the performance of the mentoring role.

5. To understand the "vision of administration" that is present and reflected in the current Educational Administration Program at Ohio State.

6. To consider the differences that exist between programs that ask for increased field-based learning alone, and a program that encourages field-based activities along with personal Professional Formation, and also the role that mentors would play in the latter case.

7. To work out the operational details related to the implementation and monitoring of the Ohio State-Danforth Foundation Program during the 1987-88 school year.

A variety of learning activities were utilized during the week-long Institute as a way to help the mentors to achieve their personal goals and the Institute objectives. Other university faculty members and external consultants worked with the mentors on such specific issues as the development of better understanding of experiential learning, the nature of the Ohio State administrator preparation program in general, and individual personality development. One particularly well-received session was a panel discussion involving two pairs of people who were examples of mentor-protegee relationships. In one case, two Catholic priests were involved, in the other, two physicians. These individuals spoke of the nature of their ongoing, mutually-supportive relationships. A good deal of time was also devoted to discussions between and among the mentors, the candidates who attended, and the university facilitator. Operational guidelines were also generated at the end of the Institute.

Personality Styles Workshop. Another special training event that was also carried out for mentors and candidates was a two-day session concerning the analysis of individual personality styles and their application to mentor-protegee' relationships. This event, described by most participants as a valuable team-building exercise that also futhered the opportunities for Professional Formation, was led by a local consultant at the beginning of this school year.

Other Learning Activities. Additional training activities for mentors have also been conducted throughout the 1987-88 school year. These have included quarterly social and business meetings where mentors and candidates have been able to review issues of mutual

concern. Also, monthly inservice sessions have been held throughout the year, and these have featured nationally-recognized speakers and consultants who have talked to Danforth Program participants about such issues as trends in research on learning, sex equity, instructional leadership, and strategies for marketing public schools to private corporations.

What Happens Next?

Our experiences to date with the concept of mentoring and its application to the preservice preparation of school principals certainly do not make anyone associated with the Danforth Program an expert. Nevertheless, certain insights have been gained concerning changes that would probably be made in the future if this type of effort would be developed again.

For one thing, it is likely that, in the future, we would exercise greater control and care concerning the initial selection of mentors. For the most part, the "vision" of mentoring that was shared with the participating districts was supported, and the individual

administrators selected for the role have been talented and excellent as mentors. They are also solid role models for the candidates. This outcome came about mostly by good luck and not through effective planning. One of the things that has had a negative impact on administrator preparation programs of the past that attempted to make use of field placements has been poor role modelling by some administrators who work with candidates. Consequently, the indentification of mentors cannot be left to chance in the future. School districts must receive considerable guidance in the choice of the individuals to serve as exemplary leaders in experiential programs. The first step toward this would be developing greater clarity concerning the ongoing goals and objectives of the candidate Professional Formation program. Districts will be able to nominate high quality school leaders to serve in similar projects only if they are aware of what programs are designated to accomplish. Furthermore, universities need to be clear in their expectations that mentors have an important and well-defined role to carry out, and that mentor training and service cannot be seen as an appropriate place for school districts to send any of their adminsitrators who need to be "improved" by participating in some additional training activities. In short, only the very best principals can serve as true mentors, and care must be constantly exercised to make certain that the "best of the best" become role models and mentors.

Greater emphasis must also be placed on the improvement of the ways in which mentors are matched with candidates. The mentor relationship is important, but it will be fulfilled only if there is a type of

positive relationship fostered between the individual candidate as an aspiring administrator and the person who will serve as that person's guide. The current Ohio State Danforth Program is characterized by mentor-protegee relationships which are actually "arranged" or "shotgun marriages." They have been matches of convenience or proximity rather than attempts to put the right people together based on learning styles, administrative philosophies, or any other factors that might make for more sensible pairings. In the future, time needs to be made available to allow more natural matching of aspiring and practicing administrators.

The scale of the program needs to be made more manageable in the future. The Ohio State Danforth Program for 1987-88 includes 17 candidates from seven school systems, 24 mentors representing 12 districts, and only one university faculty member serving as a facilitator and coordinator, as well as trying to engage in the full range of traditional professorial duties. It was never fully anticipated the among of constant attention that a program such as this would take, particularly in the earliest stanges of helping mentors and candidates to "find each other." There is what seems to be a never-ending need for someone to direct communication from candidate to candidate, candidate to mentor, and mentor to mentor. This type of effort cannot be viewed as an "add-on" activity by a university if it is to be effective.

Although these observations might at first seem to be critical of the program in general, the important thing to realize is that, despite some needed improvements, there is clearly a great value to this way of

preparing school administrators. It is worth making the changes suggested here to make programs of this type even stronger in the future. The enthusiasm and commitment demonstrated to date by mentors and candidates is encouraging, and follow-up studies will be carried out in the next several months to determine the nature of their views concerning the perceived value of the Ohio State Danforth Program.

What I have tried to raise in this paper is some discussion to support the clear need that exists for some formal type of mentoring arrangements to be developed to help talented people become school leaders in the future. The ideas presented here must be understood as something that goes beyond the review of a special, externally-supported effort such as the current Danforth Foundation initiative. Mentoring ultimately implies the need to examine the likelihood that administrators will take on increasing levels of responsibility to help prepare their future colleagues. As such, there is a great need to make certain that these types of innovative programs start as positive experiences so that they can do nothing but get better over time.

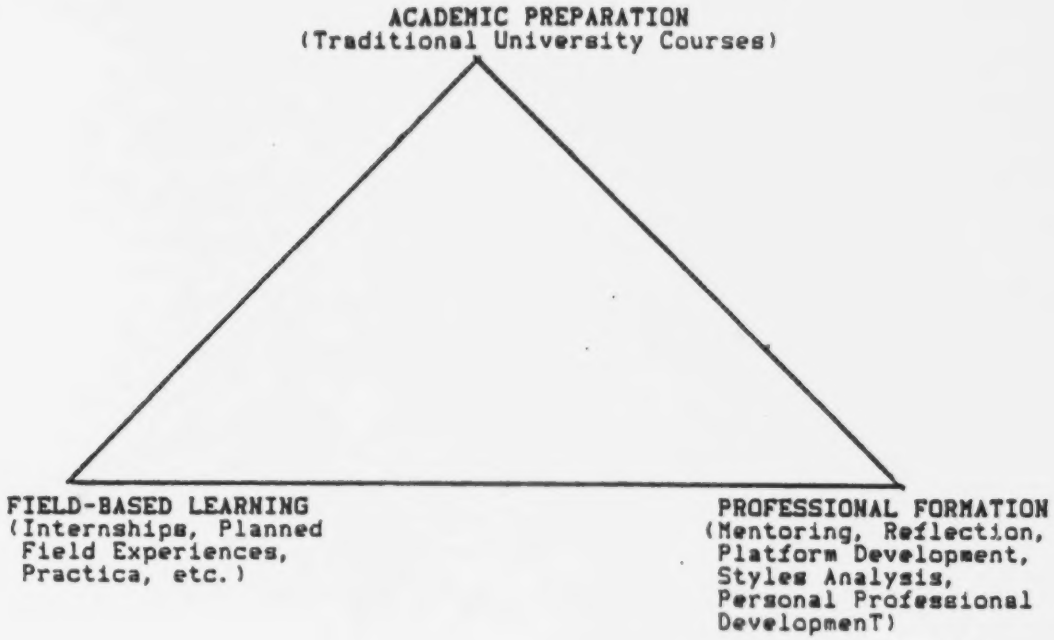

FIGURE 1. Diagram representing three dimensions of a model for the preparation of school administrators.

Number of Candidates:	17
Number of Mentors:	24
Average years of professional experience for candidates:	9
Average years of administrative experience for mentors:	11
Average age of candidates:	33

FIGURE 2. Basic characteristics of the candidates and mentors involved with the Danforth Foundation Program at Ohio State University during 1987-88.

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